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ABSTRACT

The document, produced to aid Ohio communities in linking their schools' kindergarten through secondary career education (CE) programs with the needs and interests of local General Motors (GM) plants, defines some central concepts of career education and discusses successful, cooperative interaction between industry and career education. The focus throughout the brochure is on various aspects of GM operations. The following concept areas are to guide the development of school-industry cooperation: (1) education and training as related to one's career choice, (2) economics as related to career choice and the responsibility of the worker to industrial economics, (3) employability and work-adjustment skills, and (4) the sequence of development of decision-making skills. Three outlines for linkage are offered: (1) implementation of CE-GM Corporation linkage; (2) format for development of local career education: GM plant-city programs; and (3) suggested list of student performance objectives to aid in evaluating CE-GM linkage activities. Activities are suggested for plant involvement in career education programs, and a sample career education program at a Packard electric division is outlined. A map illustrates the relationship of Ohio career education program sites to General Motors Corporation plant sites. (Author/AJ)

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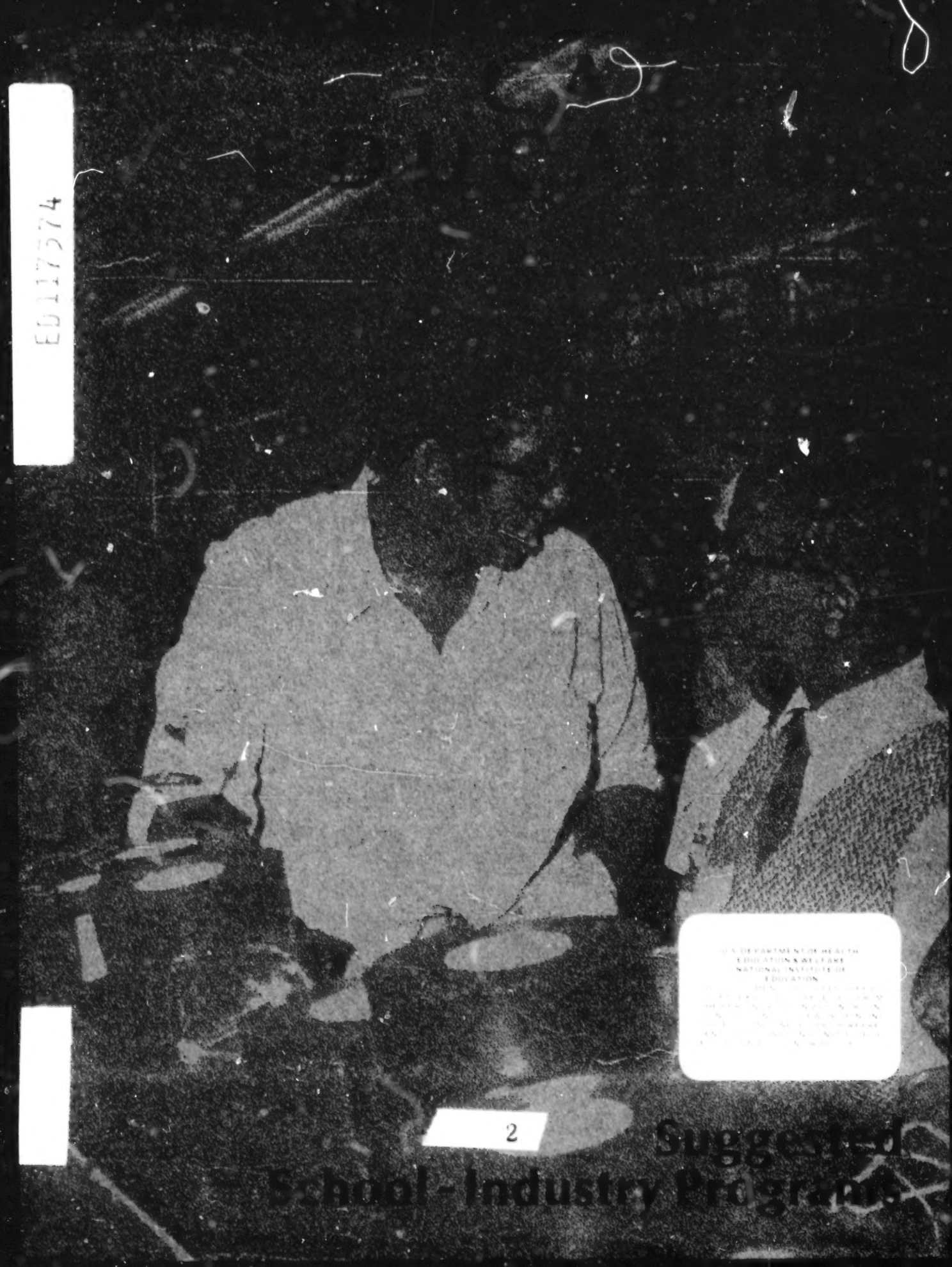

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Suggested School - Industry Programs

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PREFACE

The contents of this brochure relate the overview of the potential of career education and its linkage with industry. It is hoped that this overview will be helpful in implementing CE activities in industry with CE school projects.

Additional information can be obtained by contacting the Public Relations Office of Packard Electric Division, GMC; or the World of Work Office, Department of Career Education, Warren City Schools.

Appreciation for the development of this booklet is extended to Ronald Woods, Director, Public Relations, Packard Electric Division, GMC; Donald Mumford, Editor, Packard Electric "Cablegram," Packard Electric Division, GMC; and Anna Calderas, Career Specialist, Warren City Schools.

Initiating advocate --

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AN INTRODUCTION TO CAREER EDUCATION

Dr. Kenneth B. Hoyt

NOTE: Dr. Kenneth B. Hoyt, Director of Career Education, USOE; Washington, D. C., has written numerous articles regarding education and its relationship to the educational process, students and school personnel, the industry-labor-business community, and society as a whole.

A USOE policy paper entitled "An Introduction to Career Education," written by Dr. Hoyt in pamphlet format, has recently been issued through the USOE. Views regarding the basic assumptions about CE, CE program assumptions, CE tasks for implementation, learner outcomes, and basic education changes championed by career education are included in the format. A brief summary of major areas in the format is presented here. (See Career Education News, Volume III, No. 21, December 1, 1974.)

Dr. Hoyt emphasizes that career education spans a person's entire life cycle. It is a developmental process and therefore, cannot be viewed in a separate or fragmented sense. Individuals need to become aware of, and familiar with, the values of a work oriented society at an early age. These values can then be integrated into their personal values systems and implemented into their lives so that work becomes possible, meaningful and satisfying to each individual. CE stresses that all types of educational experiences should involve preparation for economic independence, personal fulfillment and an appreciation for the dignity of work.

Productivity is central to the definition of work and central to career education. Under CE program assumptions it is stressed that every student should leave the school system with a salable skill--a minimum of an entry-level job skill upon leaving or completing high school, or more advanced skills if the student wishes to continue his/her education through a technological or academically oriented post-secondary institution. Adults should also have opportunities for upgrading their skills, updating their knowledge, and/or retraining for a new job.

Societal objectives of CE are to help all individuals to want to work, acquire the skills necessary for work in this technological era, and engage in work that is personally satisfying and beneficial to society. CE stresses the integration of learning and doing that merges the world of the home, the community, the school and the workplace into a challenging and productive whole.

Occupational stereotyping must be eliminated so that full freedom of occupational choice is available to all. The protection of the individual's freedom to choose, and assistance in making and implementing career decisions, are basic to all of CE. Many times, the socio-economic status of parents limits the occupational choices considered by children. It is the responsibility of CE to help students develop an early awareness of the many job choices available and a familiarity with the duties, education and training, and personal traits required of workers in a variety of occupational areas. One's life-style is significantly affected by the occupation in which he/she participates.

The call for career education came from students, parents and industry; its goals are designed to fill the needs expressed by these groups. In this age, youth need career skills and experience in a variety of work roles available. A high school or college diploma no longer guarantees a job. Career education programs can bring educational resources together and correlate these to the home and family, and to business, labor and industry.

LINKAGE OF CAREER EDUCATION AND INDUSTRY:

WHAT FIRST, AND HOW?

In the primary grades, children become familiar with the terms "producer" and "consumer." They learn that as they consume, they are contributing to the work of the producer. Later, they further contribute to their community and society, as producers through the utilization of the knowledge and skills they have gained.

Career education growth involving industry and schools occurs in much the same manner. The proponents, mostly school personnel and hereinafter called the "advocates," convey the rationale of career education to industrial personnel, hereinafter called the "consumers." Once the understanding and acceptance of the career education goals occur, the consumers then become advocates who help to continue the advocate-consumer cycle.

The development of successful, cooperative interaction of industry and career education at any of the three phases, e.g., Awareness, grades kindergarten - 6; Orientation, grades 7-8; and Exploration, grades 9-10; begins with a major prerequisite--enthusiasm on the part of those conducting the various career education projects. These advocates must believe in the necessity of the cooperative projects on the level on which they are involved, be it kindergarten-6, junior or senior high.

The goals of career education are to provide experiences which will aid the student in developing: a sense of achievement and a feeling of esteem; a realization that he/she is a viable part of society; a realization that while he/she is receiving, the individual is also giving; an understanding of the variety of work roles and occupational choices available; an understanding of the relationship of in-class subject matter to the world of work; an understanding of the effect of occupational choice of one's life-style and achievement of personal fulfillment; an opportunity for exploration of a variety of areas of interest to him/her through work experience or hands-on activities; and an opportunity for interfacing with business, industry and community members who will be available as first-hand, information sources.

"Sequence of thought" is an attitude that educators and GM representatives must develop to interact successfully. Career education must start as early as possible, and must become an "every day event, for every child." In this view, it is more than "job guidance"--it is a preparation for life. Career education is viewed by its advocates as a refinement of the whole educational process--a step in the evolution of learning. Career education is career life emergence!

The representatives of career education and General Motors must share a mutual belief in the benefits to be derived by their respective areas at present; they must also have confidence in the achievement of long-range goals which will benefit the future-adults and industry.

The importance of business and industry should be stressed, along with the assurance that the program's advocates believe there will be benefits derived for both the student participants and the business and its personnel. Industry, it should be emphasized, benefits from this kind of program by way of fulfilling its "social obligations." Employes who learn that their employers have expressed interest in their children's--and thus, the community's--future will gain a sense of pride and belonging by their association with such a firm.

Active, community-minded business representatives should be selected for participation in the program. These representatives should be introduced to the career education concept by way of meeting with the career education advocate. It is important that a full understanding of the career education concept is attained by GM's appointee and that this understanding is internalized.

The feelings and reactions of business representatives solicited to participate in the program should be explored and reinforced where necessary. They are the ones who must appoint others who also need the same attitudes of willingness to participate and enthusiasm for the career education concept. There must be the willingness to allow company time to be used for program-related work. A sense of "boss approval" must be conveyed to the person in the firm who does the student-contact work. The student's actual participation in various fields of work is vital to the success of the career education concept. Sometimes, holding a worker's tool ignites the elusive spark that the career education program is dedicated to seeking out.

In order to develop a successful program of industry and career education activities, the advocates of the program need to create a plan that will fit the children of the individual community concerned.

A study of a model can aid as an example of what can be done; it can serve as a framework which can be modified to suit the needs of individual communities.

Career education and GM Plant-City representatives may find it helpful to write an outline of the programs to implement in their own area. The outline should include direction and goals, methods, and procedures. Visits to a successful model to view the program in action will also serve as an example which can be adapted to local needs. After completion of the visits, the advocates will again consult each other to discuss, study and revise their directional draft. They need to discuss the distribution of duties involved for successful program implementation.

The first project should be viewed as an experiment. When it is discovered that certain ingredients are not workable in regard to the desired outcome, the ingredients should be eliminated or replaced. Initial large-scale implementation should be discouraged so that evaluations and changes can be made as needed. New ingredients should be added to the overall cooperative activities as they relate to the individual situation and as it is determined what industry and the school are willing to give.

Throughout the initial planning stages, and during the implementation of the various aspects of the GM-CE interaction, a positive point of view must be maintained. Challenges, then, can be met with a "we can do it" attitude. Rapport must be built and maintained among all of the participants.

The following career education concept areas should serve as a guide in the planning, questioning and evaluations which take place:

1. Education and training as related to one's choice in work.

2. Economics as related to career choice and the responsibility of the worker to industrial economics.

3. Employability and work-adjustment skills.

4. The sequence of development of decision-making skills.

5. The integration of the individual and the environment--"What I am can become a part of the environment." "I can succeed and industry needs successful people."

6. Self--Who am I? What is my purpose found through the "who" that I am?

7. World of Work--The integration of the developmental areas so that one is able to produce the wants and needs of others through work.

As the various programs and activities develop, and are revised, a resource packet containing procedural information regarding implementation; evaluations in regard to goals sought; and audio-visual descriptions of the activities should be maintained. These packets will serve as valuable tools in expanding the industry--school relationship for area schools and industrial personnel entering the project.

The process of implementation and expansion, once begun, can be compared to a juggling act. It is the job of the juggler to keep many plates spinning by carefully prodding them with a bamboo rod. As he juggles the plates, periodically adding another plate, he systemically must return to each spinning plate to give it additional momentum. As he prods, the plates begin spinning a little better. They are given impetus by the recurring attention. This is the kind of overseeing that must be done by the advocates of the GM-CE interaction programs, so that each "spinning plate" continues to do its part while periodically receiving boosts to help it maintain its part.

One of these boosts is publicity. Once it is seen that a certain part of the program is an unquestioned success, stably operating, it is advisable to reward that section's participants by exposing their work to the community being served. Newspapers and television stations can be an invaluable aid here. It is a good idea to have public relations representatives from the CE project and the GM plant who will work toward this goal.

A plant may get involved in a continuing teacher in-service education phase which must accompany the growth of the implemented concept. This is a matter of timing on the part of the CE project director who will need to develop plans for extension of the school environment. Activities which allow educators to experience the role(s) of workers in industry should be developed. Central to the planning should be the goal of helping teachers to know that their job is to infuse the student with the understanding of what his/her relationship to others should be. The CE concept in short is trying to inspire youth to "walk a mile in the other man's shoes," as an ancient Chinese proverb advises.

The interaction of school-industry members, providing mutual learning and experiencing situations for all of those involved, leads to a greater awareness, understanding, and appreciation for the inter-dependence and cooperation which takes place in work and society as a whole. The roles of consumer-advocate become interchangeable according to the level of development of the individual and the particular situation in which one is participating. The goal, then, is to provide the opportunity for individuals to experience these roles so that the development of the fullest potential of the individual is sought and attained.

OUTLINE FOR IMPLEMENTATION OF CAREER EDUCATION - GENERAL MOTORS CORPORATION LINKAGE

I. General Manager or Plant Manager (or other designated representative) should meet with local career education director.

A. Discuss (together) the career education concept through the three developmental steps and school divisions:

INTRODUCE -- Career Motivation (Kindergarten-6)--to acquaint the child with the concepts that lead to an awareness and understanding of feelings and attitudes as related to the full concept of work.

DEVELOP -- Career Orientation (7-8)--to further the understanding of work concepts and the student's awareness of the many areas of work available after leaving school.

EMPHASIZE -- Career Exploration (9-10)--to emphasize those work concepts already learned through a specific occupational area that would allow the student to experience first-hand those skills and interrelationships needed to work effectively in particular job areas.

B. Plant assignee should become familiar with, and make determinations, regarding the following:

1. The kinds of programs presently being carried out in the schools.

2. The resources available in schools to meet industry's needs.

3. The school system's needs and desires.

4. How the plant can help meet the needs and desires of the schools and their youth.

5. The benefits to industry in meeting the needs and desires of the schools and their youth.

6. The benefits to schools and their youth through interfacing with industry.

C. Career education director and plant assignee should examine the plant facilities together to become familiar with, and make determinations, regarding the following:

1. The work areas which can most effectively become a part of the school-industry experience.

2. The safety factors.

3. Time elements.

4. Opportunities to interface with the workers.

5. Opportunities for hands-on experience for the students.

FORMAT FOR DEVELOPMENT
OF LOCAL CAREER EDUCATION--GM PLANT-CITY PROGRAMS

II. Plant assignee and career education director will complete the information for the following areas:

A. The plant assignee and career education director will identify the objectives of the school-plant involvement:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

B. The plant assignee and career education director will develop a design of program activities to meet the objectives outlined:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

C. List the grade levels to be involved as related to specific plant-oriented activities:

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

D. List the plant/school personnel to be contacted in order to execute the program activities:

E. List the time elements to be considered by/for each party:

F. List the materials that will be needed to execute the program activities safely and conveniently:

G. List the responsibilities for materials; arrangements and contacts to be made by the plant assignee:

H. List the responsibilities for materials; arrangements and contacts to be made by the career education director:

I. List the publicity contacts available to the plant:

J. List the publicity contacts available to the school:

K. The plant assignee will evaluate the program activities:

L. The career education director will evaluate the program activities:

NOTES:

SUGGESTED LIST OF GUIDELINE OBJECTIVES TO AID IN EVALUATING THE SUCCESS OF CE-GM LINKAGE ACTIVITIES

III. After the CE-GM project experience, the plant assignee and career education director will evaluate the activities in regard to the student's ability to complete the following objectives under each category:

A. Occupational Information: Is the student now (better) able to identify, classify and/or distinguish...

_____ 1. Job market trends?

_____ 2. How work tasks performed vary with different types of occupations?

_____ 3. The terms "producer" and "consumer"?

_____ 4. The opportunities in the plant available for minority groups?

_____ 5. Occupations into fields of work?

_____ 6. Occupational titles of persons who work together?

_____ 7. Job descriptions for occupational titles?

_____ 8. Occupational titles for job descriptions?

_____ 9. Occupations with personal job experiences?

_____ 10. The relationship of industry to the community and to him/herself?

B. Relationship between One's Interests and Values and Occupations: Is the student now (better) able to identify, classify, and/or distinguish...

_____ 1. The relationship between abilities and occupations?

_____ 2. The relationship between one's abilities and occupations selected and/or work tasks performed?

_____ 3. Occupations in the plant which require similar abilities?

_____ 4. Occupations in the plant which are associated with specific interests?

_____ 5. Values likely to be important in given jobs?

_____ 6. Occupations which would satisfy specified values?

_____ 7. How occupational choice can reflect one's personality, lead to personal fulfillment, and affect one's life-style?

C. Education and Training Requirements of Occupations: Is the student now (better) able to identify, classify and/or distinguish...

_____ 1. The educational level of given occupations?

_____ 2. Occupations requiring given levels of education?

_____ 3. Occupations requiring an apprenticeship?

_____ 4. How changes in job roles can be effected through additional education and/or training?

D. Work Conditions Associated with Occupations: Is the student now (better) able to identify, classify and/or distinguish...

_____ 1. Occupations in the plant with irregular hours?

_____ 2. Jobs involving physical danger?

_____ 3. Jobs requiring workers to be on their feet?

_____ 4. Between indoor and outdoor jobs?

_____ 5. Between data, people, things occupations in the plant?

_____ 6. Jobs involving mental and emotional stress?

_____ 7. Approximate income levels of workers?

_____ 8. Jobs requiring workers to be out of town?

_____ 9. Occupations requiring the use of tools?

_____10. Tools used in given occupations?

_____11. The need for special clothing in certain work areas in the plant?

_____12. The occupations in the plant associated with organizations?

_____13. The ways in which a worker may perform tasks independently, cooperatively and interdependently through a work role?

_____14. The ways in which the plant has considered and provided for the worker's needs?

SUGGESTED ACTIVITIES
FOR PLANT INVOLVEMENT IN CAREER EDUCATION PROGRAMS

TEACHER EDUCATION PROGRAMS --

Teachers' In-Service Tours of Industry provide the opportunity for small groups of teachers to meet informally with plant personnel to develop a better understanding of the role of industry and to share ideas for achieving the mutual goals of education and industry. A tour of plant facilities and opportunities for meeting workers on the job result in a better understanding of work roles and a greater appreciation for workers in industry.

Experiencing Industry First-Hand, a project designed by Michael A. Zockle, Coordinator of the World of Work K-10 Continuum, is carried on during the summer months. A minimum of 15 teachers work in a maximum of 15 industries or businesses for three 40-hour weeks. The educators are scheduled into a minimum of ten different job stations--administrative, clerical, sales, assembly, etc. --so that they experience the sequential development of a product or service through the work roles involved. Each participant is treated as a new employe at each job station and works along with the person usually responsible for that job.

Educational Sessions for Meeting Industry through experiences in the procedures relative to meetings and planning carried on at various levels, including board meetings, will further develop an understanding of industry as a part of the community, and industry's relationship to the local, state and national economy.

STUDENT EDUCATION PROGRAMS --

Sixth-Graders' Visits to Packard Electric Division are preceded by an introduction to the plant, its products and personnel. Mr. Donald E. Mumford, Public Relations, Packard Electric Division, meets with the students in their classroom in a one-hour session. Students have a much better awareness and understanding of the evolvement of General Motors Corporation and its relationship to the individual--as an employe or as a consumer. Hands-on

experience is provided through examination of sample products brought to the classroom and actual work experience on the job with Packard employes.

Future Black Engineers is a program aimed at assisting black students in exploring their aptitudes, abilities, and interests as they relate to a career in engineering and to the world of work. Students from grades 8-10 are selected on the basis of interest and ability. Experience-centered activities provide for learning in a natural environment.

Packard Electric Explorer Post 112 provides opportunities for senior high school students to explore various phases of technical careers such as computer science; design; and mechanical and electrical engineering. Each group initiates a project that produces a finished product representative of the interest being studied. Advisors for the groups are Packard Electric Division plant and product engineers.

Reciprocal Visits Between GMI Representatives and Senior High School Students help industry and students become better aware of their respective and mutual goals. GMI personnel gain a first-hand understanding of the career education experiences available to students by visiting classrooms, talking with students, and by observing a particular career education activity in operation.

Area students who visit GMI and meet with GMI students gain a much better understanding of the facilities, the programs available, and the qualifications and requirements needed to participate in the engineering programs.

Junior Achievement is a project in which a group of students organize and operate a company within the framework of business and industry. Sponsors and advisors for the student groups are from local businesses and industries.

Cooperative Office Education is a program in which senior high school students earn while they learn. Students attend class at their school in the morning and report to offices in the afternoon to work as stenographer-, clerk-, or accountant-trainees. Warren students have participated in on-the-job training at Packard Electric Division and Lordstown GMAD, in the following departments: Purchasing, Materials, Traffic, Hourly Wage, Accounts Payable, Insurance, Budgeting and Industrial Engineering.

Occupational Work Experience (OWE) is a program which provides a senior high school student with a minimum of one and one-half hours daily of job-related instruction dealing with job attitudes and orientation to the work performed at his/her training station. This instruction and required classroom attendance in history and English courses complete the student's in-school schedule. The students spend a minimum of three hours a day, and between fifteen - thirty hours a week on the job.

Occupational Work Adjustment (OWA) is a program aimed at helping ninth-and-tenth graders become motivated toward education and to explore careers through work experience. In-school class sessions dealing with job attitudes help the student become work oriented. A minimum of two hours a day are spent at various job stations within the school system.

ADULT EDUCATION PROGRAMS --

An Upgrading and Apprenticeship Training Program for adults combines 192 hours of classroom instruction, in evening sessions of the Warren Adult Education program, and on-the-job training, with supervision, at Packard Electric Division. Instructors are journeymen in the trade. Occupational areas involved include: tool and die making, machine repair, electricity, sheet metal work, millwright, plumber and steamfitter.

COMMUNITY EDUCATION PROGRAMS --

Participation by Industry, Business, Education, and Community Members in Career Education Workshop Sessions dealing with values clarification provides an opportunity for developing a deeper awareness and appreciation of the cooperative interaction, in work and leisure-time activities, of individuals with different views.

OUTLINE FOR HANDLING A SINGLE CAREER EDUCATION OR "WORLD OF WORK" PROGRAM AT PACKARD ELECTRIC DIVISION

I. Preface: Students from Warren City Schools visit the Division on Wednesdays and Thursdays of a given week after a Packard Electric representative has visited the schools on the Tuesday prior to the visits.

II. Preparation:

A. Week before tour:

1. Request welcome sign from Graphic Arts for each of schools to visit, usually saying, "Welcome_____ Elementary School _____Graders to Packard Electric Division."

2. Notify Plant Security of forthcoming visits. School system supplies its own approved safety goggles, bus transportation and career education name tags.

3. Notify Engineering Services of forthcoming visits in the Product Display Room. Determine what engineer will be the Product Display Room speaker.

4. Contact Salaried Personnel and outline tour guide requirements for the tour. Usually four General Motors Institute Students are needed on each tour day. Normal-sized tour group is around thirty including students, teacher(s), and career aide. First-time GMI student tour guides are accompanied by an experienced one who advises. GMI students are advised to meet outside of Product Display Room at 9:30 a.m. on both tour days for tour briefing.

5. Upon agreement with Production Supervision, establish what department(s) will be visited on tour day(s) and what hourly production people will be working with the

students. Obtain name lists of those people from production foreman.

6. Make up name tags for:

   a. Product Display engineer
   (2 - one for each tour day)

   b. All GMI tour guides
   (usually 8)

   c. All production workers involved
   (usually two sets of 30)

   d. Production foremen

   e. Production general foremen

7. Determine name of career aide who will meet Packard representative at schools.

B. Week of Tour:

1. Replenish "talk box":

   a. 65 general information pamphlets on Packard Electric.

   b. 65 samples of Packard Electric "Cablegram."

   c. 65 samples of fiber optic wire.

   d. Assorted wiring harnesses to include:

      (1) Electrical wiring harness

      (2) HEI set

      (3) Laminated circuit

      (4) Vacuum harness

2. Make follow-up calls to <u>all</u> involved.

III. Enactment:

A. Tuesday morning:

1. Check talk box and leave for first school on schedule. Usually, first school to be visited by Packard Electric is scheduled from 9:15 to 10:15 and the second school is scheduled from 10:30 to 11:30.

2. Meet with career aide at the first school and go to scheduled class room.

3. Talk

a. Determine Packard Electric's role in GM.

b. Show samples of products.

c. Talk about wages, working hours, qualifications, number of people, energy problems.

d. Describe what speaker does at Packard Electric.

e. Answer as many questions as possible.

f. Describe what to expect and look for on tour.

g. Find out how many have close relatives working at Packard Electric. Career aide will give them arm bands stating "My _____works at Packard Electric." (Close relatives working in general tour area at Packard will be visited by the student on tour day.)

h. Leave for next school, repeat 2 and 3.

B. Wednesday morning:

1. Proceed to Engineering Building

a. Mount welcome sign on tripod in Engineering Lobby.

b. Plant security prepares sign in sheet for visiting students.

c. Pass out name tags to:

(1) Production supervision

(2) Production workers

(3) Product Display speaker

d. Await arrival of elementary school children.

e. Upon arrival at 9:15 a.m.:

(1) Arrange for bus parking

(2) Welcome

(3) Sign in

(4) Brief instructions

(5) Hang up coats

(6) Proceed to Product Display

2. Product Display:

a. Divide class into four groups, assigning numbers.

b. Introduce engineer from Engineering Service who will lecture on and demonstrate items in the Product Display Room. Excuse self.

c. Meet with GMI tour guides outside of Product Display:

(1) Announce tour route, pass out maps if necessary.

(2) Instruct on departmental visits, safety, etc.

(3) Agree on times: rendezvous, etc.

(4) Pass out name tags with group numbers.

3. Proceed to Conference Room 6:

   a. Show students 1975 Chevrolet harness assemblies for comparison.

   b. Discuss and answer questions.

4. Rest Rooms at 10:05 a.m.:

5. Students meet with GMI tour guides at 10:10

   a. Safety lecture from each tour guide.

   b. Proceed to production departments.

6. Production Departments:

   a. Students meet with members of production supervision at prearranged point.

   b. Members of production supervision take small groups (2-3) of students and distribute them throughout production area until each of the 20 to 30 students is with a production worker.

   c. Production workers introduce themselves, talk about their work day and demonstrate what they do on their job.

   d. Student, depending upon worker selected, has opportunity to build, tape, sort, plug, circuit test, inspect and attempt to do whatever task the worker does.

   e. Students reconvene at buzzer signal after approximately 25 minutes of work experience.

   f. GMI tour guides gather their group together and proceed from the production department.

7. General Tour 10:35 to 11:00:

   a. Tour guides take their groups of six to eight students to most areas of Plant 13. Emphasis is on the people and what they do. Often workers will volunteer to tell the students about themselves.

b. Tour guides answer questions and talk about themselves and their work.

c. Tour guides plan to return students to Product Display by 11:00.

8. Return to Product Display

a. Packard representative and GMI tour guides answer questions.

b. GMI tour guides describe their role at Packard Electric and GMI.

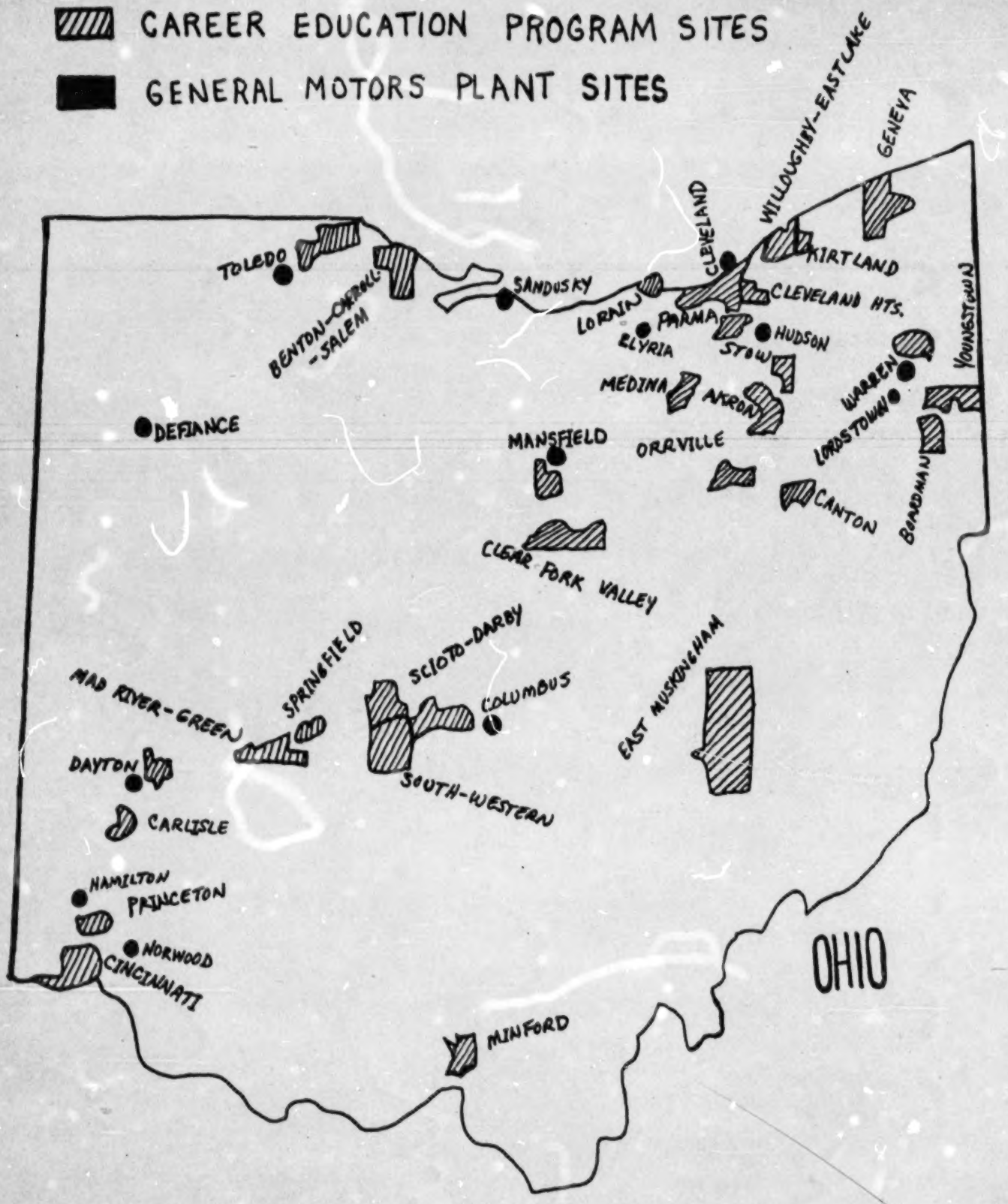
9. Depart 11:25

a. Get coats

b. Student takes welcome sign back to school

c. Students board bus

C. Thursday morning -- repeat B.


CAREER EDUCATION PROGRAM SITES
GENERAL MOTORS PLANT SITES
TOLEDO
BENTON-CARROLL-SALEM
SANDUSKY
CLEVELAND
WILLOUGHBY-EASTLAKE
GENEVA
KIRTLAND
CLEVELAND HTS.
YOUNGSTOWN
LORAIN
ELYRIA
PARMA
HUDSON
STOW
MEDINA
AKRON
WARREN
LORDSTOWN
BARBERTON
DEFIANCE
MANSFIELD
ORRVILLE
CANTON
CLEAR FORK VALLEY
SPRINGFIELD
MAD RIVER-GREEN
SCIOTO-DARBY
COLUMBUS
EAST MUSKINGHAM
DAYTON
SOUTH-WESTERN
CARLISLE
HAMILTON
PRINCETON
NORWOOD
CINCINNATI
MINFORD
OHIO